

increase pressure on the parties to resolve this dispute. There has been a recognition of the very real danger that Kashmir could become the "flashpoint" which sparks a wider regional war. I hope President Clinton uses this visit to encourage officials of India and Pakistan, and representatives of the people of Jammu and Kashmir, to begin an official dialogue.

Mr. President, there is an Indian saying that, "it is the spirit of the quest that determines its outcome." The President's trip is an important symbol of the renewed spirit of cooperation between the United States and India. I look forward to the achievements we will reach together, as both partners and friends, in the next half century.

THE VERY BAD DEBT BOXSCORE

Mr. HELMS. Mr. President, at the close of business yesterday, Tuesday, March 21, 2000, the Federal debt stood at \$5,728,846,067,846.82 (Five trillion, seven hundred twenty-eight billion, eight hundred forty-six million, sixty-seven thousand, eight hundred forty-six dollars and eighty-two cents).

Five years ago, March 21, 1995, the Federal debt stood at \$4,843,694,000,000 (Four trillion, eight hundred forty-three billion, six hundred ninety-four million).

Ten years ago, March 21, 1990, the Federal debt stood at \$3,020,865,000,000 (Three trillion, twenty billion, eight hundred sixty-five million).

Fifteen years ago, March 21, 1985, the Federal debt stood at \$1,709,314,000,000 (One trillion, seven hundred nine billion, three hundred fourteen million).

Twenty-five years ago, March 21, 1975, the Federal debt stood at \$505,306,000,000 (Five hundred five billion, three hundred six million) which reflects a debt increase of more than \$5 trillion—\$5,223,540,067,846.82 (Five trillion, two hundred twenty-three billion, five hundred forty million, sixty-seven thousand, eight hundred forty-six dollars and eighty-two cents) during the past 25 years.

ADDITIONAL STATEMENTS

EDUCATION REFORM

• Ms. LANDRIEU. Mr. President, I thank my colleagues, Senator LIEBERMAN and Senator EVAN BAYH, for their leadership on this important issue. I am proud to stand with them and several others in support of an outstanding piece of legislation, one which calls for us to reinvent the federal funding stream, reinvest in our children's education and, perhaps most importantly, hold the system responsible when it fails to work for our kids. Over the past year, we have worked together with individuals and organizations from all fifty states, in an effort to

craft a bill which reflects the concerns of all those involved in elementary and secondary education in America. We spoke with parents, teachers, principals, administrators and, most importantly, the students. In doing so, we came to this rather simple conclusion, we owe our children more than we are giving them. The future of this country depends on how well we are able to educate our children and prepare them for the changing global marketplace. In order to raise academic achievement in our public schools, we must put the priority of federal programs on performance instead of process, on delivering results instead of developing rules and on actively encouraging bold reforms instead of passively tolerating failure.

It is true that the Federal Government only contributes 7% to the overall spending in elementary and secondary education. But it is an important 7%, the portion which is directed to the most needy and challenged children. We must begin to use this \$13 billion annually as leverage to promote national priorities such as quality teachers, smaller schools, lower teacher pupil ratios and raising the academic performance of minority and disadvantaged students. By streamlining the many different programs and funding streams currently under ESEA, over sixty to be exact, into six goal oriented titles we put the day to day decisions of education back where it belongs, at the local level.

With this added flexibility, we propose to double our contribution to Title I schools. As many of us know, Title I funding is essential for bridging the ever increasing gap in the quality of education available for the rich and the poor. In Louisiana, this would mean a \$100,000,000 increase to support existing Title I programs as well as additional funding to develop and implement new and innovative strategies for improvement.

Of course, we all agree that those who are in the class room should be qualified and confident to teach the subjects they are assigned to teach, yet we must ask ourselves what are we doing to ensure that they are. What are we doing to attract the best and the brightest to the classroom? This bill would increase the funding available to states for the professional development of teachers to \$3 billion. With this money, states could develop and maintain programs to address the increasing national teacher shortages and retain the quality teachers. It supports efforts like Troops to Teachers and other transitional teaching programs. Most importantly, it requires that those who teach our children are competent to do so.

And finally the third and final R—Responsibility. Our proposal calls for the Federal government to rededicate ourselves to the basic principles of ac-

countability and consequences. In my view, accountability is an essential ingredient in any recipe for success.

As parents, how many of us would offer to pay our child a \$10 or other incentives for every F they received on their report card? As investors, how many of us would double our investment in a company that continued to show poor earnings? Yet this is exactly what we continue to do in public education at the local and state level, we continue to fund failure and we do not reward progress. It is time to change that approach, it is not working. This proposal gives local educators the freedom they need to meet their specific needs, since they know best what their students require. However, it also requires that they meet specific performance measures—with real consequences for failure.

I am proud to say that Louisiana has been a leader in the call for accountability in public education. According to a recent report on accountability, "Louisiana has one of the Nation's most comprehensive accountability systems including ratings and consequences for schools, exit tests for students to graduate from high school and monetary rewards for successful schools." By using the carrot and stick approach, Louisiana has begun to see some positive results. A recent National Assessment of Educational Progress study found that Louisiana was one of only seven states that achieved significant gains between 1992 and 1994 in the percentage of fourth graders reading at proficient level or above.

In 1994, we decided, as a nation, that states should be held more accountable. Therefore, we attached Title I funding to standards based assessments to force states to take a long hard look where improvements needed to be made. But we did not go far enough in making sure that the consequences for not meeting these assessments were real. Under Three Rs we do. Right now, regardless if a state or local agency is making the grade, they receive equal funding. We aim to change that. Like a parent, we need to encourage schools to strive to achieve. We need to begin to reward them for A's not F's.

We also make accountability mean more than statewide tests. We create a funding structure that encourages states to implement an accountability system which includes report cards that summarize the performance of individual schools; targeted assistance to help schools improve; rewards for schools with high performance and the authority to close or take over and reconstitute schools that don't get better over time. In other words, real accountability.

Also, this proposal ensures that state and local educational agencies have systems for additional or specialized